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AUTHOR Frank, Frederick P.
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ABSTRACT

Included in a current genre of studies on dyadic interaction (i.e., communication involving only two people), the study reported herein focuses on dyadic verbal, nonverbal, and proxemic behaviors and their meanings. The study is inductive in nature and is, by intent, descriptive and analytic rather than predictive. The subjects for the study were eleven educational administrators who participated in a twenty-contact-hours simulation training program from which fifteen role-simulation dyadic episodes were videotaped. It was concluded that a research methodology can be devised using self-observation procedures combined with structured nonparticipant observer techniques, and that videotape simulation and structured interviews help researchers to perceive the meanings of human behaviors, including role shifts and verbal and body language changes during role-simulation episodes. The results of the study are presented in narrative and table format, and the implications of the study are discussed. (RB)

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The Changing Role Behaviors of Educational Administrators During Role Simulation Training: Perceptions of Verbal and Non-Verbal Interaction

Frederick P. Frank
The University Council for
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CS501 081

THE CHANGING ROLE BEHAVIORS OF EDUCATIONAL ADMINISTRATORS DURING ROLE SIMULATION TRAINING: PERCEPTIONS OF VERBAL AND NON-VERBAL INTERACTION

INTRODUCTION

An educational administrator plays an infinite variety of roles appropriate to his/her status position. He/she may act as, for instance, superordinate, peer, or subordinate, depending on the context in which he/she is acting and some specific alter. The purpose of this research was to devise a research methodology using structured participant observation procedures combined with structured non-participant observation procedures that would make it possible to identify, describe and analyze observer perceptions of role behaviors and their changes using video taped UCEA Monroe City role simulation episodes as a behavioral sample.

Participant and non-participant data were gathered relative to two role shift continua called (1) Superordinate - Peer - Subordinate and (2) Co-operation - Neutral - Opposition. Participant and non-participant observers tended to have low agreement on the frequency and time of occurrence of role shift incidents and very discrepant interpretations of the same behaviors. A low relationship was found between those behaviors identified by the informants as important to the role shift incidents and the actual occurrence of those behaviors during the role shift incidents. A major finding of the study was a high positive relationship between the superordinate-opposition positions, the subordinate-opposition positions, and the peer-co-operation positions.

BACKGROUND

The concept role has proven to be a useful tool for understanding complex behaviors

in social systems. The study of role behaviors has shown that when roles change or shi in a social system countless entailed behaviors then become modified in both dyadic encounters and the broader system context. Role shifts, if studied intensively, might yield further understanding of hierarchical social organizations and the effect of interventions on the social structure of an ongoing social system. Since educational administrators operate within complex social organizations the need for such information and concommitant research methodologies focused on the behavior of educational administrat is axiomatic.

While it is true that there are general expectations for the role "educational administrator" in our society, the empirical reality is that there are an infinite variety of roles and role types that could be appropriate to that status position. An administrato could be required at various times, for instance, to be father, mother, friend, brother, sister, or boss to a person with whom he/she is interacting. The variety of roles he/sh takes and the behaviors he/she evidences as he/she plays them are in some measure "actor specific" in that they are in part the product of ego's personality and in some measure "context specific" in that ego is behaving in part within the bounds of the norm structure of the social organization in which he/she is administering. When ego is actin as father, friend, brother or boss, or any other identity in a lexicon of roles, his/her behaviors undergo some modification in the shift from identity to identity.

In every dyadic encounter ego and alter have a sense of relative dominance of themselves and each other. Ego is reading behavioral cues from alter and trying either to fulfill alter's expectations or do battle with them or to negotiate a new set of expectations and vice-versa. An interactional dominance dynamic is present regardless of the role identities taken by ego and alter and each dyadic encounter can be analyzed using

a three step continuum of superordinance-peerness-subordinance. Similarly, the actors also have a sense of relative co-operativeness of each other. This interactional co-operation dynamic is also present regardless of the role identities taken by ego and alter. This relative sense of co-operation in dyadic encounters can also be placed on a three step continuum of opposition--neutral--co-operation. In any given sample of dyadic interaction the actors may or may not shift their role identities (boss, friend, etc.) but can be expected to shift their position on the dominance and co-operation continua. To date a method for studying these meta-role shifts has not been reported and this study is an attempt to do so.

Studies of dyadic interaction are in a germinal phase. The study reported is one of a current genre of studies of dyadic interaction which focus on dyadic verbal non-verbal and proxemic behaviors and their meanings. It is inductive in nature and by intent descriptive and analytic rather than predictive.

DEFINITIONS

For purposes of this study certain terms have specific meanings which may be more restrictive than common usage. The following terms and definitions are therefore given: (1) Behavioral Profile--a listing of behaviors elicited from informants with reference to role shift incidents; (2) Dyad--two persons, one in a particular position in relationship to one in another position; (3) Encounter--any interaction among two or more persons in which there is direct communication between the parties and in which

the individual more or less consciously recognizes that something might be lost or gained and that the outcome of the encounter will to some extent depend upon the manner in which he comports himself (adapted from Goldschmidt, 1972): (4) Interaction--that which happens when two or more persons come into contact (not necessarily physical contact) and a modification of behavior takes place; (5) Intervention Strategy--a plan to modify behaviors and expectations of individuals in an ongoing social system context, (6) Meta Role--a social position not always named but which can be assumed regardless of the named social position an individual is taking; e.g., a person can be in a dominant role whether he is father, son, teacher, student; (7) Real Time Analysis--the analysis of events using repetition or playback without technically slowing down or accelerating the natural pace of events; (8) Role--a named social position characterized by a set of personal qualities and behaviors; e.g., father, son, teacher, student; (9) Role Shift--the movement of an actor in a dyadic encounter from one meta-role position to another as seen by the actors themselves or non-participant observers; e.g., a move by an actor from superordinate to subordinate is a role shift; (10) Social Structure--an arrangement of positions or roles variously created and maintained among persons in social interaction; (11) Symbolic Interaction--social interaction wherein there are only subjective and/or unconscious meanings ascribed by the participants involved to the social phenomena in evidence.

LITERATURE

Role Theory and the Study of Social Organization

There are those that hold that organizational change occurs most effectively when individuals within the organization are given new information and interpersonal

skills. This "process" type training usually involves lifting a person from an organizational environment and supplying him/her with experiences that he/she can brin back to the job. (Argyris, 1964; Tannenbaum, 1961) There are others who contend that behavioral change within the organization must be a product of some structural change. (Katz and Kahn, 1967); (Etzioni 1964, 1972) The kinds of structural changes Wohlking (1971) sees as adequate stimuli to commence a change progression could be change in job content, interaction patterns, work procedures, or physical arrangements.

An effective compromise between the two training approaches can be found in the manipulation of social structure. Altering the social structure, a system of roles within an organization, can bring about structural change and can affect the individual actor's behavior patterns in a profound way. Owens (1970) considers role theory the link between organization and individual considerations, as do Katz and Kahn (1967) and Tindall (1971).

Schmuck and Runkel, in their recent book on organizational development, relate the above notions to working with schools: "...we believe that organizational training will be ineffective to the extent that it deals with organizational members in isolation. Rather, such training should involve the integration of behavior patterns of two or more role-reciprocators" (1972, p. 10).

Role, Theory, Situational Identities and Situational Positions

The concept of situational identity is extremely complex. Weinstein makes the point that situational identity:

> "...includes and is broader than the traditional sociological notion of role. While being in the role of doctor or mother may be crucial aspect of one's situational identity, there are other aspects which often assume great importance... /and/...are an integral part of a great deal of everyday interaction.

> At first blush, the kinds of things subsumed under /this broader/ situational identity may appear to be too diverse for systematic analysis... /but/... the are all part of who a person is, as far as he is viewed by and responded to by others." (Weinstein, 1971, pp. 756-757)

He further states that establishing and maintaining situational identities requires interpersonal skills. The individual must be able to discern the role alter is taking and be able to employ a variety of lines of action and tactics to establish and maintain his/her position. A person must learn the culturally defined meanings of verbal and non-verbal behaviors to the point that he/she can discriminate subtle differences in meanings of those behaviors from one situation to another. Weinstein clarifies this point by stating that readings of feelings,moods and words "...come from subtle inflectional, postural, or physiognomic cues which become especially saliant as awareness of discrepancy betwe them and what is being said develops." (Weinstein, 1969, p. 759) Much of adult interaction centers around the continual renegotiation of situational identities as one moves from encounter to encounter.

Situational identities are often compound, that is, made up of more than one positio According to Biddle and Thomas "Position is a collectively recognized category of perso for whom the basis for...differentiation is the common attribute /sex, age,/ their comme behavior /yelling, throwing,/ or the common reactions of others towards them /shock, hitting/". (Biddle and Thomas, 1966, p. 29)

Superordinate - Peer - Subordinate, and Opposer-Cooperator are by definition categories of persons and positions. A person, therefore, can be, Superordinate administrator, Opposing administrator or Superordinate, Opposing administrator. He may change some portion of his compound situational identity as he moves from encounter to encounter or within an encounter as he becomes aware of cues from alter

that his/her behaviors are discrepant with alter's expectations.

Micro and Macro Analysis of Human Behavior

Both micro and macro analysis procedures have been used in studies of dyadic interaction. Kendon's study of Movement Co-ordination in Social Interaction (1970a) is a micro-analytic study of interactional synchrony using a time-motion analyzer, a projector in which the film can be moved back and forth by hand at any speed. Mapping of body movements was made on a time chart where each division on the time chart corresponded to a frame on the film (twenty-four frames/second). Speech was then plac in corresponding positions to body movement and visual alignments of synchronie becam apparent. Kendon uses no interview data gathered from the actors in his anal/sis. A second study by Kendon (1970b) advances the work of Condon and Ogston (1967). Here he analyzes some relationships between body motion and speech and his findings suggest that, "...the speech production process is manifested in two forms of activity simultaneously: in the vocal organs and also in bodily movement, particularly in movements of the hands and arms." (Kendon, 1970b, p. 205) Again, no interview data was used. Hayano (1973) carried out a macro-analytic study of dyadic relationships and tie signs, using portable video equipment.

The micro and macro analytic studies cited have tended to emphasize non-verbal behavior and the non-semantic aspects of language and are representative of these video- based studies generally. Cognitive psychologists, cognitive anthropologists and linguist have operated at a micro level in the analysis of verbal behaviors for sometime, and the detailed analysis of non-verbal behaviors is now receiving a substantial amount of research attention. Integrated verbal/non-verbal studies are a natural outgrowth of thes

two research modes.

The development of macro-analysis has led to the evolution of many personnel training procedures. These are of two types: (1) Self Confrontation Procedures and (2) Video-tape based confrontation counseling Baker, in a review of the literature of film and video tape feedback techniques for training, shows that it has been used in a wide variety of settings, but most extensively in education. (Baker, 1970, p. 1)

DESCRIPTION OF THE STUDY

The Subjects and the Sample

Eleven Western New York Educational Administrators participated in the Monroe City Simulation training. One sample of role simulation behavior was selected for each of two dyads by the following criteria: (a) each episode had to evidence to this researcher obvious role shifts on both the dominant--peer--subordinate and opposition--neutral--cooperation continua, (b) each dyad member had no social professional or personal association before the role simulation training program, (c) each dyad member expressed a willingness to devote the time and energy required for intensive interviews. The final sample consisted of four minutes, thirty-one seconds for Dyad I (Actors A and B) and five minutes, ten seconds for Dyad II (Actors C and D).

The Actors were male, practicing administrators, and ranged in age from 30 to 50 years of age. Both non-participant observers were male, approximately twenty-five years of age, and doctoral candidates in anthropology.

PROCEDURES

Eleven educational administrators participated in a twenty contact hour Monroe City

Simulation Training Program and fifteen role simulation dyadic episodes were video-taped. Two role simulation episodes were chosen for detailed analysis, and interview schedules were created. Four participants, two from each chosen dyadic episode, were interviewed in conjunction with viewing their own video-taped episodes on role shifts, behaviors and meanings. Two non-participant observers were chosen and interviewed in conjunction with viewing video-tapes of both episodes. Each interview of participant actors and non-participant observers followed a multi-step protocol. Interviews ranged from two and one half to eleven hours in length. Behavioral profiles were produced from the interview data for each role shift incident (see Table 1) coder schedules were created and shift incidents were observed for presence and frequency of behaviors in the profile. A verbatim transcript was produced for each sample and the transcripts divided into ten-second segments, The occurrence of each behavior was keyed to the continuous talk transcribed for both samples. Inter-coder reliability on this phase was above .94. The presence or absence of behaviors was then analyzed using a correlation model. All correlation coefficients and significance computations were done using ORDMAT Computer Program, an Ordinal Matrix Analysis for Hologeistic Studies (Naroll and Wirsing, 1972) especially created for computing ordinal measures of association. The Wilson Senior High Principalship portion of the UCEA Monroe City School District Simulation was used in the simulation training experience. These were supplemented by five additional role simulations Video taping of role playing situations was done on SONY AV Series 1/2 inch equipment using two Models 3600 and one Model 3650 video tape decks. Three SONY AV Series Video Cameras and Monitors were used. The SONY AV Series equipment used is portable, uses standard electrical power, has immediate playback capability,

TABLE I

A Profile of Behaviors Associated with Shifts of Four Actors by Four Participant and Two Non-Participant Informants and Coded for Time and Frequency of Occurrence by Objective Coding Procedures

I. General Body Movements

1. Left hand
2. Right hand
3. Left arm
4. Right arm
5. Left foot
6. Right foot
7. Left leg
8. Right leg
9. Torso
10. Head (excluding eyes and mouth)

II. Specific Movements Centering on Head

11. Yes nod
12. No nod
13. Head facing toward other dyad member
14. Head bent down toward floor
15. Eyes raised toward ceiling
16. Smile
17. Laugh (audible)
18. Looking around the room

III. Specific Movements Centering on Hands and Arms

19. Hand out and away from body, palm in (left hand)
20. Hand out and away from body, palm in (right hand)
21. Hand out and away from body, palm out (left hand)
22. Hand out and away from body, palm out (right hand)
23. Extending arm with hand palm up toward other dyad member
24. Extending arm with hand palm down toward other dyad member
25. Hand in front of body with downward gesture making contact with lap or object (left and right hand)
26. Hand drops to side (left and right hand)
27. Writing

IV. Specific Movements of the Torso

28. Torso facing other dyad member
29. Torso facing away from other dyad member
30. Back leaves back of chair

V. Verbal (non-semantic)

31. Overtalk

but does not have slow motion or high speed playback capability. Analysis of the video tape samples was done on the same SONY AV series decks and monitors.

RESEARCH QUESTIONS

The following research questions have reference to the two dyadic episodes chosen for detailed analysis.

Descriptions of Role Behaviors :

IA. To what extent do A and B of Dyad I agree or disagree in their descriptions of of role behaviors for Dyad I? To what extent do C and D of Dyad II agree or disagr in their descriptions for Dyad II?

IB. To what extent do E and F (two non-participant observers) agree or disagree with each other in their descriptions of role behaviors for Dyad I and Dyad II?

IC. To what extent do E and F agree or disagree with the descriptions of role behaviors of Dyad I as described by A and B and Dyad II as described by C and D?

ID. 1. In which dimensions does objective coding of behaviors confirm or deny the occurrence of those behaviors perceived to be occurring by A, B, C, D, E, and F?

2. What are the patterns of confirmation and denial of the occurrence of thes behaviors?

Meanings of Described Behaviors:

IIA. To what extent do A and B agree or disagree in their perceptions of the mean ings of role behaviors of Dyad I? To what extent do C and D agree or disagree in their perceptions of the meanings of role behaviors for Dyad II?

IIB. To what extent do E and F agree or disagree with each other in their percep of the meaning of the role behaviors for Dyad I and Dyad II?

IIC. To what extent do E and F agree or disagree with the perceptions of the meanings of role behaviors of Dyad I as described by A and B and Dyad II as described by C and D?

IID. What are the patterns of agreement and disagreement as to meanings of role behaviors among all six informants?

FINDINGS

The general research question around which this study was constructed was a methodological one: Can a research methodology be devised using the structured self-observation procedures combined with structured non-participant observer techniques that will allow the mapping of participant and non-participant perceptions of dyadic role behaviors and their changes and participant and non-participant perceived meaning of those behaviors and their changes during role simulation episodes?

Self-observation procedures of role shift behaviors were used in the form of structured interviews. Analogous non-participant data, it was found, could be gathered structured interviews; non-participant informants could respond to questions about the behaviors of the actors in the sample. Video taped role simulation episodes provided an adequate display of behaviors and role shifts and seemed to present no barrier to informant response during the interviews; no informant expressed an unwillingness to u the role simulation video tape as a stimulus because he judged the behaviors to be aber Both participant and non-participant observers placed the actors on role shift continua.

All informants saw changes in behaviors and were able to express the meanings of those changes by altering the positions of actors and interpreting the meanings of specific behaviors. In short, the methodology was devised and produced countable and categorical data relevant to mapping behaviors and their changes and changes in perceived meanings of those behaviors.

The operational research questions produced some interesting and, in one case, major findings. Participant and non-participant observers tended to have little agreement about the frequency and time of occurrence of role shifts. There was enough agreement among all observers, however, to indicate that a larger sample and/or a greater number of informants might have produced a high rate of agreement. A summary of findings for Research Questions IA, IB, and IC are displayed on Table II.

The profile of role shift behaviors which was produced from all informant data showed that there was only a slight relationship between those behaviors identified as important to the role shift incident and the actual occurrence of those behaviors (Research Question ID 1). When informants were asked to position the actors on two role shift continua, their responses were extremely discrepant. The informants tended also to have widely discrepant interpretations of the same behaviors or to attribute to differing behaviors the same or similar meanings. These trends held for both participant and non-participant observers of both dyads. The patterns of confirmation and denial of the occurrence of the behaviors (Research Question ID 2) are these: The behavioral profiles were made up not from an infinite array of human behaviors possible in this context but rather from the behaviors seen in the sample by the informan

TABLE II

A Matrix Display of High-Low Correlations of Participant and Non-Participant Perceptions of Role Behaviors

Shifts of Actor A as Observed by A Correlated with Shifts of A as Observed by B: LOW	Shifts of Actor B as Observed by B Correlated with Shifts of B as Observed by A: LOW
Shifts of Actor C as Observed by C Correlated with Shifts of C as Observed by C: LOW	Shifts of Actor D as Observed by D Correlated with Shifts of D as Observed by D: HIGH
Shifts of Actor A as Observed by E Correlated with Shifts of A as Observed by F: LOW	Shifts of Actor B as Observed by E Correlated with Shifts of B as Observed by F: N. C.
Shifts of Actor C as Observed by E Correlated with Shifts of C as Observed by F: N. C.	Shifts of Actor D as Observed by E Correlated with Shifts of D as Observed by F: LOW
Shifts of A as Seen by A Correlated with Shifts of A: As Seen by E: HIGH As Seen by F: LOW Shifts of A as Seen by B Correlated with Shifts of A: As Seen by E: LOW As Seen by F: LOW	Shifts of B as Seen by B Correlated with Shifts of B As Seen by E: HIGH As Seen by F: N. C. Shifts of B as Seen by A Correlated with Shifts of B: As Seen by E: LOW As Seen by F: N. C.
Shifts of C as Seen by C Correlated with Shifts of C: As Seen by E: LOW As Seen by F: N. C. Shifts of C as Seen by D Correlated with Shifts of C: As Seen by E: LOW AS Seen by F: N. C.	Shifts of D as Seen by D Correlated with Shifts of D: As Seen by E: LOW As Seen by F: LOW Shifts of D as Seen by C Correlated with Shifts of D: As Seen by E: LOW As Seen by F: LOW

One would expect this profile to produce low correlations except for dramatically discrepant behaviors of the two dyads and this is what occurred. What all the correlations show is virtual consistency of behavior from dyad to dyad, with three such exceptions: behavior thirty-one, overtalk, is a highly-correlated presence in Dyad I but not in Dyad II; behavior thirteen, head facing toward other Dyad member is a highly-correlated presence in Dyad II but not in Dyad I; and behavior fourteen, head bent down toward floor, is a highly-correlated absence in Dyad I but not a highly-correlated absence in Dyad II.

There was almost no agreement between actors as to the meanings of behaviors at any of the shift incidents. Disagreement is at the 95% level (questions IIA, IIB, IIC, IID).

There was a major finding in this study which was not anticipated at the onset. A total of forty-one Superordinate-Peer-Subordinate role shift incidents were identified by the actors and non-participant observers during the play back/interview sessions. Similarly, forty-two co-operation-neutral-opposition role shifts were indicated. Informa positioning of the actors on the two continua, while extremely discrepant, was patterned. All informants tended to see the Superordinate position tied to an Opposition stance. The also tended to see the Subordinate position as tied to an Opposition stance. Only the Peer position was seen as tied to a Co-operative stance. Whether informants were in a Subordinate position looking up to a Superordinate position, or in a Superordinate position looking down to a Subordinate one, they tended to see alter in an Oppositional stance.

When a correlation was computed on all informant positionings of actors A, B, C, a D on the two role shift continua the following patterns emerged: It matters not who identif a shift, what time is ascribed the occurrence of a shift, how it is described or interprete nor how discrepant the positionings of the actors are; the patterns of relationship between the two role shift continua are strongly, significantly correlated. A matrix display of these relationships is shown on Table III.

TABLE III

MATRIX DISPLAY OF HIGH-LOW CORRELATIONS OF INFORMANT POSITIONINGS OF ACTORS ON TWO ROLE SHIFT CONTINUA

	SUPERORDINATE	PEER	SUBORDINATE	DON'T KNOW
OPPOSITION	High Positive Gamma = .6144 Tau-B = .4242 Kendall's S= .001019	High Negative Gamma = -.6978 Tau-B =,-.4901 Kendall's S=.000101	High Positive Gamma = .7488 Tau-B = .5404 Kendall's S=.000042	Low
NEUTRAL	Low	Low	Low	Low
CO-OPERATION	High Negative Gamma = -.6627 Tau-B = -.5214 Kendall's S=.000042	High Positive Gamma = .7312 Tau-B = .6143 Kendall's S=.000001	High Negative Gamma = -.7318 Tau-B = -.5802 Kendall's S=.000006	Low
DON'T KNOW	Low	Low	Low	Low

IMPLICATIONS

The major implications of this study are to be found in two areas of Educational Administration: Training and Research.

Implications for Training

1. Using the materials administrators could be trained in concepts of role shift strategies. Administrators would view video tapes of others or video tapes of themselves and respond to the appropriate interview schedules. It is the experience of this researche that this structured process of analyzing behaviors quickly produces more complex and insightful responses to behavioral stimuli. The concepts of role shift strategies quickly become grounded in data and operationalized by persons undergoing the structured intervi procedure. Such training would be classified as a type of Video-Tape Based Self-Confron ation Counseling. As such, it could be used in pre-service training using video tapes of others or self made in simulated training experiences. In-service training would provide the additional option that trainees could use video tapes of themselves made in their own professional setting.

2. There has been an increasing awareness of the importance of sensitizing administrators to the importance of non-verbal behaviors. The growing literature about these behaviors has not yet greatly affected training programs. The procedures used in the interview portion of the methodology of this work will tend to help people focus on the non-verbal component of their behavior and to make more informed judgments about the context in which these behaviors are displayed and the appropriateness of these behaviors

within that context. The great majority of informant responses to the interview schedules in this study were centered on non-verbal behaviors or non-semantic aspects of speech. Informants consistently expressed their amazement at the way their perceptions of non-verbal behaviors were modified in the course of responding to the interview schedules.

3. During the interviews, informants tended to use comparatively aggressive language in interpreting their own behavior (e.g., "I knew by this time in the discussion he was mine and I could do whatever I wanted to do ") and to respond very actively to their changing perceptions of the behaviors (e.g., an informant raised his voice to a yell and exclaimed, "Why, I'm talking and he isn't listening to anything I'm saying!"). These aggressive and active informant responses were common during the latter portions of the interviews. These simulated encounters had the inherent capability of inducing a highly internalized response on the part of the informants, of challenging a basic sense of identity. The implications for simulation training are clear. Structured self-confrontation feedback as used in this study is an essential component of a simulation training experience that will produce behavioral change.

Implications for Research

1. Incidents of role shifts may be closely related to what Erickson has called "moments of discomfort" in reporting his micro-analytic studies of dyadic interaction. He has found, using samples of filmed behavior, that such moments of discomfort are identified by non-participant observers with high reliability. His micro-analyses of these moments of discomfort reveal that they are tied behaviorally to the alteration of the rhythm of interaction and that the person who alters the rhythm is usually assuming at least

temporary Superordinance. Micro-analysis of role shift incidents using Erickson's techniques might reveal a similar rhythmic alteration. Conversely, meta-role shift analysis of Erickson's samples may show some agreement between role shifts and his already located moments of discomfort.

2. There may well be other role continua present and operating in the schools. Stranger-friend is one dichotomous possibility. There is a need for ethnographic field studies that would seek to uncover the emic categories of role continua that might be operating and to classify and probe the extent of their power. It may be, for instance, that categories of dyads such as child-adult, parent-child, administrator-teacher, teacher-pupil, mother-son, each have unique role continua operating in school encounters. The list of role continua, then, must be enlarged and the categories of persons and social organizations within which they operate must be mapped.

3. Leadership in the schools is, of course, acted out on many levels and by many categories of actors. The student and manager of organizations should have at his disposal data on the content, style and perceptions of actors during role shifts. Do students and teachers see each other in Opposition when they are arrayed in Superordinate-Subordinate juxtaposition? Do teachers and secretaries see themselves so? The basic procedures of this methodology are applicable here. The need for the Administrator to have at his disposal some insight about the behavior and perceptions of other categories of persons with regard to role shifting would seem to be high.

4. This study shows gross disagreement among informants about the meanings of behaviors therefore, two classes of analysis of role shift incidents are now called for. Micro-analysis has shown that man behaves in ways that he is not neurologically

equipped to monitor in a real time frame. Any complete analysis of these shift incidents would require, then, that they be micro-analyzed. In addition, cognitive linguists could provide links between behaviors and their interpreted meanings. Further still, the complex display of gross body movements and use of space in interaction requires disciplined and methodical research attention. These three fields of micro-analysis, cognitive linguistics, and proxemics, among others, comprise the first class of scientific analyses needed.

This point is highlighted through this research. For instance,informants had more difficulty dealing with non-verbal than verbal dimensions of role shift incidents. Certainly, the fairly low occurrence during role shift incidents of the behaviors informants listed as important indicators of the shift bears witness to the informants inability to "see" all that was going on. Their faulty interpretations of the meanings of behaviors and semantic language also speak to the need for disciplined research in these areas.

The second class of research is based on the need to produce data persons can deal with on a day to day basis. Real time analysis of behaviors has the advantage of dealing with the world within a range of skills and perceptual abilities typically available. It may be that, in fact, what is required of us is not that we perceive the "real" but that we successfully consort with alter to perceive a negotiated reality. Therefore, the second class of research on role shift incidents should be designed to gather and classify the typical perceptions of the actors behaving in the role shift encounters to uncover the discrepancies between what actors say and what they do, between what they see and what really happens, and to key the search on how people work with each

other in everyday confusion of symbol and substance. The procedures of this study might be of substantial assistance in this effort. For instance, the complexity and length of informant responses tended to increase as the interviews proceeded and this was accompanied by a decrease in the number of role shifts identified. Informants tended to see less position shifting the second time they saw the tape. The increasing complexity of response was evident in the tendency to explain dyadic interaction in longer time frames. At first an informant would say that, "Since I am talking I am the Superordinate position." Later in the interview he would say of the same situation, "I was dominant throughout this last three minutes and was letting him talk until this point because he needed to have a chance to express himself: so, even though I begin to talk there is no shift in positions." Also, the informants in this study quickly adopted the language of the interview questions to describe and interpret behaviors they had just hours before not been able to talk about.

5. A last category of research implications is related to equivalence theory. If one makes the assumption that persons in order to co-exist, co-habit, or co-relate must transact equivalences of meanings about verbal, non-verbal, and proxemic behaviors and that culture creates an environment rich enough to sustain the transaction of equivalence, then the findings of this study suggest the need for further research. The first implication is that whether these video-taped encounters are simulated or reality based is irrelevant from the equivalence point of view. Whether simulated or real, new encounters will produce discrepant perceptions of the position of alter and the meanings of behaviors to be found in the encounter. Equivalence theory would predict that if these same actors came in frequent contact over a period of a year, they would evidence increasingly less discrepant perceptions of each other's position and behaviors.

This proposition should be tested. Further, if persons in a dyad continue to show discrepant perceptions of each other's position it may indicate a need to tease out the categories of dyads within which the need to transact degrees, levels, or modes of equivalence are the cultural form. The Administrator-Teacher dyad may transact equivalence with regard to certain kinds of agendas and modes of behaviors that are neither mutually exclusive nor identical to the Administrator-Parent dyad. For instance, a Principal-Teacher dyad may eventually transact equivalence of meaning as to Superordinance and Cooperation, but a Teacher-Parent dyad may never do. Another critical variable in the differential transaction of equivalence could be extent of contact and the kinds of tasks or products that relate to the function of the dyadic interaction. It may be, for instance, that principals and teachers transact equivalence of meaning with regard to certain agendas but that the degree of equivalence in these areas is dependent on the degree and frequency of interpersonal encounter. A principal may then be at a "new encounter" phase in a given agenda with some teachers even though they have maintained a Principal-Teacher relationship for some years.

A Final Comment

Gross, Mason and McEachern in their Explorations in Role Analysis (1958) assert that role theory, despite its initial allure, had not been productive of major contributions to the study of man and society up to that time. Recent years may have altered the situation. The initial allure of role theory, that is, that one could, by using the role construct quickly deal cognitively with some aspects of complex human behaviors, has been extremely productive during the 15 years that have elapsed, mostly in terms of training programs based on role constructs. Transactional analysis based on role

constructs, which is quickly becoming folk psycho-sociology, has emerged out of clinical psychoanalytic practice. Role playing activities have taken place in sensitivity training, organizational development, and in the classroom teaching. This study proposes intervening in the social structure of an organization by modifying the role relationships within it. Goodenough and Kessing are carrying forward the theoretical writing on role in the field of Anthropology; Garvin and Allen, Social Psychologists, have done the same in their field. The last fifteen years have seen great changes in the development of role theory-based training and intervention concepts and of literature and role theory development as well. It is the hope of this researcher that this study offers some modest contribution to the growing capability of role theory to contribute to the study of man and society.

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